

Large Group Project
Dixie Middle School
Washington County Schools
Robin Keith, Suzanne Reading, Tom Packer, counselors

Importance of project-

We noticed in the 8th graders that they were not aware of what it takes to become a responsible citizen after high school. Their choices of careers and their interests were a nice activity on line, but it held no meaning for them.

Problem-

We were concerned that many of our students did not line up what they took in HS to what they would do post HS. We wanted them to make conscientious choices about their future in both earning power and satisfaction in their work.

Target Group-

We chose the 9th graders, or freshman, before they registered for their 10th grade year.

Solving the Problem-

We gave them Reality Store, a hands-on experience showing them what it takes to live month to month on their own.

We found-

They truly got the picture of how much is needed to survive and raise a family and how much it will take a month to live.

Our findings tell us-

They got the information very nicely. More than 80% are engaged in what it will take in the future to survive financially and can see the big picture much more clearly than anything we could have told them. Post-survey data indicated they are much more aware now by their comments and changes in thought.

Dixie Middle School Large Group Data Project
Washington County Schools
Year 2006-7.

Standard 10 in CCGP Student Outcome/ DMS DRSL, Becoming a Responsible Citizen
Robin Keith, part time counselor,
Suzanne Reading, full time counselor,
Tom Packer, full time counselor.

In choosing our Large Group Data Project, we targeted the 9th grade as a whole. We chose this group because we wanted them to look at the beginning of high school as an opportunity to plan ahead for the future. In 9th grade, we introduce a career choices program on line in the computer lab. After a short interest survey, they look at several fields and choose which careers would be worth pursuing in the future. We emphasize the fact that they should line up their course work in high school to compliment those careers they are interested in.

We found out that 68% of the 8th graders were not engaged enough to the reality of future earnings. So in the 9th grade, we have incorporated an activity called Reality Store with the help of community vendors who come for an entire day to give our 438 ninth graders a taste of what real life is like and what is needed to survive in today's economy.

Each student is given a slip of paper with a job, family obligations, earnings, and taxes. They put these numbers on a card and proceed to each vendor to obtain housing, transportation, banking needs, food, and luxuries. By the end of the hands-on experience they are awakened to the reality of what it takes to survive financially. The project was executed Oct. 26th, 2006 in our Library at DMS only two months away from registration to the High School. Before the experience, many commented on a pre-survey that they did not see a need for much schooling and cash to survive their adulthood. After the Reality Store experience 75% of participants changed their thinking. Their perception of a good salary changed as well as their need for more schooling after High School. Forty-seven percent commented that they would be more conscientious of asking for more money from their parents. They saw that having a job you like and how much you make is significant and they had fun doing it. A few participants were insightful enough to comment we must pay certain bills first and manage our money wisely. Some had not given the future much thought at all and this gave them a wake-up call. But, most importantly, there were 80% who got more involved in their High School registration so that their future post high choices were beginning by their choices now. The data told us that hands-on is a much more effective way to learn this information. On line data is wonderful information, but the hands-on awakened them to a more conscientious experience.

Small Group Project
Dixie Middle School
Washington County Schools
Robin Keith, Tom Packer, Suzanne Reading

Importance of project-

We responded to an interest survey of after school tutoring after the High School dropped their program for our population. The parents and students responded with desire to continue that service at our school using the class change money.

Problem-

Some of our population needed additional tutoring and one on one time with a tutor to bring grades up and help with understanding material better. We counseled many students to the program through our office or by mail. We also noticed a problem of going from Power School to SIS this year. Parents could not access the information as easily and did not know their child was flunking until too late. We struggled all year with grading issues.

Target Group-

We chose our "Hot List" kids. (Those failing a class)

Solving the Problem-

We gave them a great senior from Dixie High and coordinated by Suzanne Reading. We paid the tutor with class change money. So we used their money for their services.

We Found-

Our students did not use the services as often or as much as we would have liked. We think they either forgot as they got on the bus or their parents could not pick them up at 4pm. Most of our students are bused.

Our findings tell us-

We need to offer before school tutoring and also offer a couple more places in the week so kids can help to remember and parents can drop them off.

Dixie Middle School, Washington County Schools

Small Group Project,

Year 2006-7

Standard 8 Programs in CCGP Student Outcome/ DMS DRSL, Student Improvement

Robin Keith, Part Time counselor, Tom Packer, Full Time Counselor, and Suzanne

Reading, Full Time counselor.

In choosing our Small Group Project, we targeted students deficient in subjects and needing individual help. The High School has always provided us with a tutoring experience for our students to use in the past and this year that service was terminated. We polled our parents and students at the Back to School Night activity and got a 95% response out of 48% of our parents polled that they wanted us to continue that service. We used our class change money and hired three seniors from the high school to cover all of our classes. We used one most of the time because of easy access to here at a last minute sign up and her reliability to us. We held the after school tutoring on Wednesday afternoons each week.

Kids needing the service would come into the counseling office and sign up, if we had enough to carry the service, we would have the session. A session was held even if only one student signed up. We had under 100 students using the program.

We made referrals to parents and students often using announcements over the intercom and through referral cards we handed out at one on one parent conferences and SEOPS with parents and students who were on the "hot list"(f's).

We were disappointed with the response for the excellent services offered. In the beginning, they were very happy and committed verbally but actual participation was disappointing. Our population is 87% bus riders. Kids would just run out to the buses and forget to come or not have a ride at 4pm. There were very few students using the service after all the hype at the beginning, even though, we held the service all year long, we had to cancel our tutor about 10-15 times for lack of clients.

For the future, we are looking at making the meeting time more accessible by using one of three options.

- 1) Use a Dixie High intern who needs hours and have them come 7:30am-8:00am on Tuesdays and Thursdays before school where parents can drop off easily before work and still make the afternoon bus.
- 2) Use a Dixie High student to do that same schedule above in addition to the Wednesday after school.
- 3) A Saturday morning tutoring class for two hours twice a month.

We feel this is a valuable service we offer at no charge to the students, and we will continue to offer it next year with expanded services beginning with mid-terms first quarter.

Abstract for Lava Ridge Int. School Projects 2006-07

Large Group Action:

Because our school has a problem with bullying among students, we decided to do a “respect week” in order to decrease the bullying problem. An entire week was spent teaching students to respect themselves, adults and other students. The counselors gave an hour presentation to each student in the school on bullying. Although we hoped the bullying incidences would decrease, they actually increased. As we looked closer, we realized it was the reporting that had actually increased. Students now knew what was considered bullying and they could come to us with those problems. As we interviewed students we found they had increased skills to deal with the problem.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Lava Ridge Int. School District: Washington Co. School Dist.

Target Group: (whole school, entire class, grade level) Whole School

Target Group selection is based upon the following data/information/school improvement goals: The advisory committee/community council is very concerned with the lack of respect students have for each other and the bullying that goes on here at school. They requested a program be given.

| Guidance Lesson Content | Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning | Curriculum and Materials | Project Start/ Projected End Date | Projected Number of Students Impacted | Lesson Will Be Presented in Which Class or Subject? | Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.) |
|--|---|---|---|---------------------------------------|--|--|
| <p>Respect Week –</p> <p>Respect activities at lunch each day.</p> <p>Focus on a different area of respect each day, i.e. Respect for girls, boys, adults, teachers, self.</p> <p>Bullying presentation done by counselors to all classes during the week.</p> | <p>Decrease in incidences of bullying in our school.</p> <p>MG:A1.1 & 3</p> <p>PS:A2.2, 3, &4</p> | <p>“Bully” PowerPoint (developed by counselors)</p> <p>Video clips of bullying</p> <p>Candy for Prizes</p> <p>Stars for rewards for “star respect” students</p> | <p>Oct. 2nd through Oct. 6th 2006</p> | <p>903</p> | <p>Language Arts Core classes for both 6th and 7th grade</p> | <p>Decrease in number of bullying incidences reported.</p> |

Don Powell
Principal's Signature

September 22, 2006
Date

September 25, 2006
Date of Staff Presentation

Richelle Nelson
Prepared By

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Lava Ridge Int. School District: Washington Co. School District

| Counselor | Target Group | Curriculum and Materials Used | Start Date/End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|-------------------------------|--------------|---|--|---|---|---|---|
| Richelle Nelson Doug Yates | Whole School | "Anti Bully" materials from variety of sources – Put together by counselors. Video clips Candy for prizes through the week. Stars given for "Star students" throughout the week. | Oct. 2 nd through Oct. 6 th , 2006 | 901 | Counselors receiving average of 7 students weekly who had been bullied. | Counselors received an average of 15 students weekly who had been bullied. (An Increase of 114%) | We do believe the bullying actually decreased; however, students were made aware of what bullying actually was, and therefore were reporting it more. Even when the reports came in, we were able to help students use the skills taught to deter bullying. We were also then able to talk to the students who were the bullies, and help them as well. We plan to continue with our plan next year, but include a follow up class presentation in the spring. We also plan to survey students to see if we can get some more accurate data. |

Don Powell
Principal's Signature

April 3, 2007
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Abstract for Lava Ridge Int. School Projects 2006-07

Closing the Gap:

There are students in our school, whom we term as “at risk,” who do not qualify for resource, but do not do well in school. Many of these have major problems with grades and/or behavior. We have formed a program called GRASP, which is a class for these students to receive extra help, get the counseling they need, and have a tracker for grades. This program affects 21 7th grade students. We measured the results by comparing GPA's from 6th grade to 7th grade. The grasp students had an average GPA of a 2.44 in 6th grade to a 2.49 in 7th grade. Although this is not very much of an increase, we found the average student's GPA actually drops .49 from 6th to 7th grade. When that is figured in, we felt we had an overall increase of .55 GPA.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

Lava Ridge Int. School

Washington Co. School District

School: _____ District: _____

Target Group: "Grasp" Students (At risk students do to grades, home-life, behavior, etc., but are NOT in resource)

Target Group selection is based on the following data/information/school improvement goal: The students who are low academically, but do not qualify for resource, need extra help and support, but weren't getting any. As part of LRI's CSIP, "Grasp" was formed.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|---|--|---|--|---|----------------------------------|----------------------------------|
| Students will be able to pass all classes, and stay in school by making appropriate social choices. | AL:A1, AL:A2, AL:A3 PS:B3, PS:B5, PS:B6 PS:C1, PS:C2, PS:C7 | Daily attendance in a "Grasp" class where study skills, social skills and self respect lessons are taught. Additional academic time and support is also given. "Grasp" teacher will meet weekly with counselor and V.P. to determine counseling needed, discipline plane, etc. Counselor and Grasp teacher will track grades. | Full Time "GRASP" teacher. Teacher training for "at risk" students, and lessons/materials for the classroom. | Comparison of G.P.A. from 6 th grade (w/o Grasp) to G.P.A. from 7 th grade with "Grasp" | August 14, 2006/ May 24, 3007 | 30 |

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Lava Ridge Int. School District: Washington Co. School Dist.

| Counselor | Target Group | Curriculum and Materials | Start Date/End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|------------------------------|---|---|------------------------|---|--|---|---|
| Richele Nelson Doug Yates | GRASP Students (At Risk students as determined by Counselors and V.P.) | GRASP classroom curriculum (developed by Madlyn Haws) Tracking Sheets Grade reports | Aug. 2006/ May 2007 | 21 | Average 6 th grade GPA of Grasp students who did not receive the help: 2.44 Average 7 th grade GPA of Grasp students with the help of the Grasp program: 2.50 | Attendance had an average change of 0.053 Only 3 of the 21 students were suspended during the year. In 6 th grade 13 of them were suspended | The grasp program is making a difference. We hoped the GPA difference would be larger; however, we also noticed that the average 6 th grade GPA is 0.49 higher than the average 7 th grade GPA, so when we factor that part, it means we made about a .55 increase in GPA. It also shows that the students were able to deal with situations a bit better when they had adult advocates to keep them going. |

Don Powell 6/01/2007

2006-2007 Data Project Report

Pine View Middle School

Project to be evaluated: Reality Store Activity

The Reality Store is an activity originating in the community which brings heavy community involvement into the school. Before the day of the Reality Store, students are asked to look down the road ten to twenty years, and “choose” whether they are married or single and how many kids they have. Students are also “assigned” an occupation and given an appropriate salary. They are then given a check book register and taught about credits and debits and how to keep a running balance. Students begin by entering in their salary, then subtracting taxes.

On the day of the Reality Store, members of the community set up booths for the students to go to. These include: housing (from the real estate companies), food (from the local supermarket), transportation (local car dealer), clothing (yup – you get it, a local clothing store), and more. Students attend each booth and as they make their purchases, they must subtract their monthly payments in their check register. This is a real eye opener for students and many end up getting a second job, trading in their car for something more economical, moving in with roommates, etc.

Counselors involved: Chuck Bundy, Chris Burriel, Marianne Van Staveren

Target Group: All ninth graders

Resources Needed: Media Center, Community (Community members bring resources with them)

Start and End Dates: October 31, 2006 to November 1, 2006

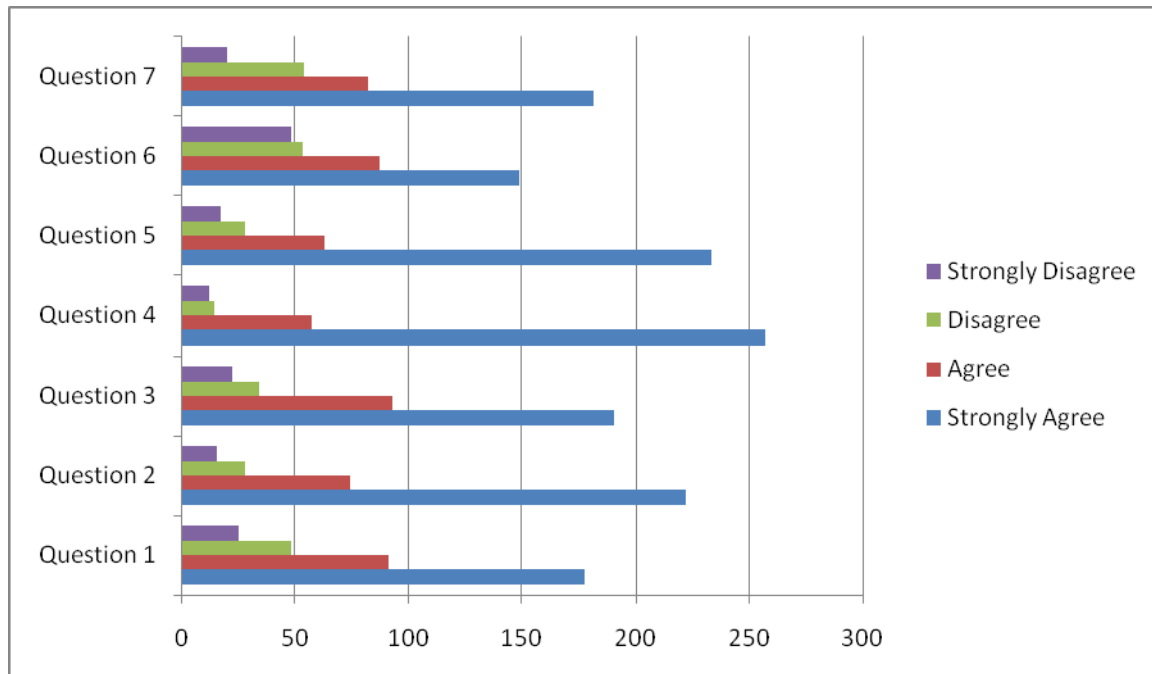
Process Data: Number of Students Affected: 342

Perception Data:

Students were surveyed to assess the effectiveness of the Reality Store. They were asked to rate seven statements from Agree (1) to Disagree (4). The statements were:

1. The Reality Store provided information that will help me make decisions about possible careers.
2. The Reality Store helped me understand the decisions my parents have to make regarding the family income.
3. The Reality Store helped me see a relationship between education and employment.
4. The Reality Store helped me understand how career choices can affect lifestyle.
5. The Reality Store helped me understand the need to plan for my future.
6. The Reality Store experience will influence my selection of the courses I will take in high school.
7. The Reality Store was a valuable experience for me.

Survey Results



Overall the Reality Store was a valuable experience for students. All of the statements had a very large positive response.

Results Data: Although question #4 had the most positive response, indicating that students understand how career choices can affect lifestyle, and question #3 indicates that students understand the relationship between education and employment, the most negative response we received was to question #6. 84% of students say they see a relationship between education and careers, yet 29% will not use this information to make course selections in high school.

Implications: The Reality Store activity has proven to be a very valuable experience for our 9th graders. We hope this is an experience that will continue for a long time. However, the survey shows us, that we need to emphasize the importance and relationship between the high school courses selected and life after high school.

Closing the Gap Results Report 2006-2007

Pine View Middle School

Project to be evaluated: Math Enhancement class

Math can be a difficult subject for students, and first quarter we noticed a number of students were struggling in Pre-Algebra. We have a para-professional on staff who is very good at math, so we created a class where she could tutor the students and help them with their pre-algebra. This class did not replace their regular math classes, but supplemented them. The tutor, Mrs. Bundy, worked closely with the Pre-Algebra teachers to coordinate the concepts and assignments she was helping with.

Counselors involved: Chuck Bundy, Chris Burriel, Marianne Van Staveren

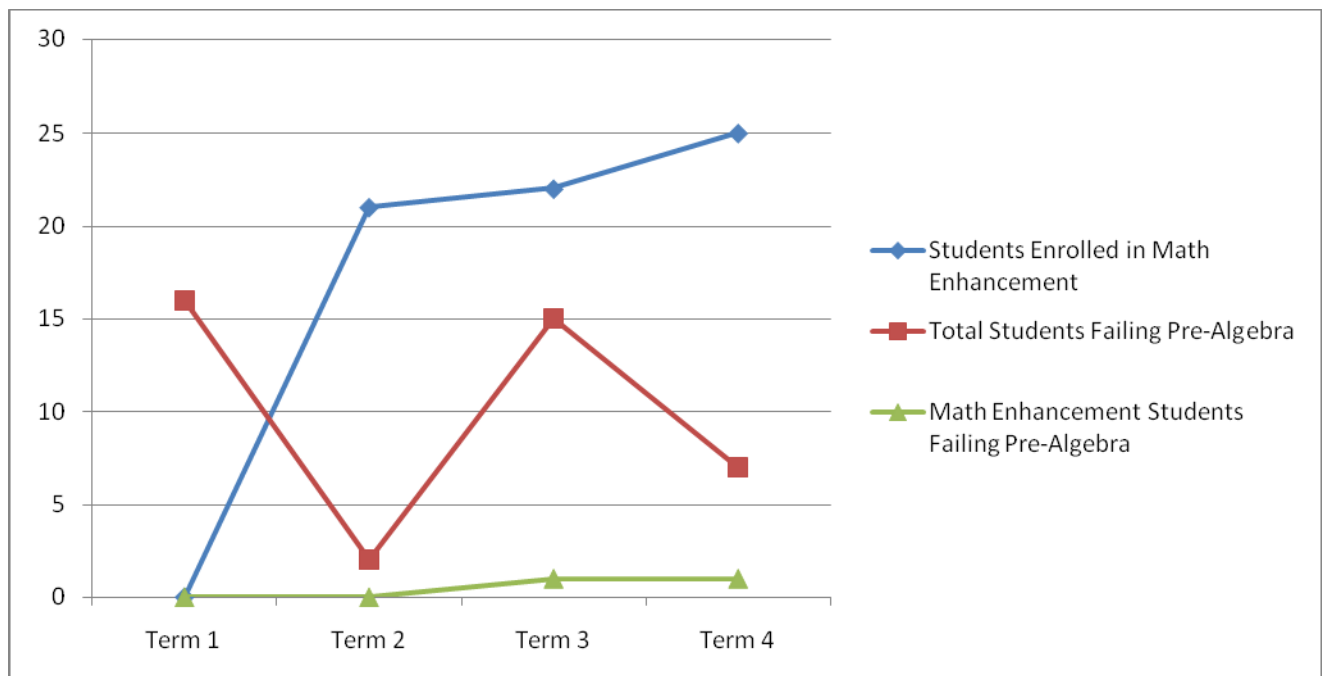
Target Group: Students who struggle in Pre-Algebra

Resources Needed: Classroom and a tutor

Start and End Dates: We began moving kids into the Math Enhancement classes second quarter. Students moved in and out each quarter as needed. The end date was the last day of school in May.

Process Data: Number of Students Affected: 34

Perception Data:



First quarter we had no Math Enhancement class, and sixteen students failed pre-algebra. Second quarter we moved twenty one students into the Math Enhancement class. None of the students who took the Math Enhancement failed Pre-Algebra second quarter. Only two students in the school failed second quarter. Third quarter, eight of the original students no longer had Math Enhancement. Of the eight students who took Math Enhancement only second quarter, three took a general Enhancement class (not focused on math alone) second semester. Four received their highest math grade second quarter, and three went on to fail third and fourth quarters without the extra help. One moved.

Third quarter we added ten students to the Math Enhancement class, three of which were actually Algebra students. The total number of students third quarter in Math Enhancement was twenty-two. Of those twenty-two, three of them failed their math class, two Algebra students and one Pre-Algebra student, while fifteen total students from the general population failed Pre-Algebra.

Fourth quarter, one student dropped and four added Math Enhancement. The one who dropped continued to do well fourth quarter. Of the 25 students enrolled fourth quarter, two failed; one Algebra student and one Pre-Algebra student. A total of seven students from the general population failed pre-algebra. Although the statistics are not reported here, the students who failed math while enrolled in the Math Enhancement classes, also had attendance issues.

Results Data: To get accurate results data, it would be best to track each of these students in their Algebra classes next year. However, of the nine students who did not continue with the extra help, sixty-six percent continued to do well in math without the tutoring. Overall, of those who received help an average of eighty-six percent was successful.

Implications: The results show that Math Enhancement is clearly a program worth keeping. Struggling students have learned that they can be successful in math, and how to do it. In the future, however, we need to more carefully track those students who lose the class in the semester change as some obviously still needed it. Another improvement will be to identify struggling students earlier and get them help first quarter.